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ABSTRACT

This project was begun to explore the feasibility of instituting a personnel exchange program for vocational education--at both the secondary and postsecondary levels--and business and industry in the metropolitan Atlanta area. Following a literature search for other programs and interviews with representatives of business and industry and of vocational education, which showed that such a program could be effective if industry needs could be met and the perceived bureaucratic inefficiency of vocational education could be overcome, four models were developed. These models--a program management model, a training exchange model, a training/work experience model, and a counseling and guidance model--sought to incorporate the ideals of exchange programs with the realities for administration and implementation which concerned both the education and business/industry personnel interviewed. Through personal contacts, telephone interviews, and a mail survey, 103 organizations were asked to react to the initial models. The 66 persons who responded saw the models as benefiting education immediately and directly and business/industry indirectly, if certain problems could be overcome. Organizations willing to participate in an exchange were identified throughout the project, and procedures for operating the project were that the skills/experience exchange project be set up as a long-range project; that the task force group of business persons and educators have real power in setting its goals; that it remain flexible; and that it be implemented as soon as possible. (KC)

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Project Report

Skills/Experience Exchange Program

A personnel exchange model for
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May, 1980

Peggy G. Hutcheson

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OBJECTIVES

The need to have business, industry, and education work together to meet the skills and production needs for the present and future work force in America is widely recognized. The emphasis on productivity issues in industry and accountability in vocational education give additional impetus for examining new ways for industry and education to work together to eliminate wasted efforts. Coordination and cooperation are needed to accomplish these goals. An exchange of personnel between business/industry and vocational education would foster two-way program design inputs, sharing of expertise, and even accessibility of training materials and equipment to meet the common goals of business, industry, and education.

Although a number of on-going programs exist which encourage and facilitate cooperation between the educational and industrial communities, they fall short of a real sharing of experiences and skills. Furthermore, a literature search revealed that no model programs for personnel exchanges have been reported.

This project was begun to explore the feasibility of instituting a personnel exchange program for vocational education - at both the secondary and post-secondary levels - and business and industry in the Metropolitan Atlanta area.

More specifically, the project sought to design a model for a personnel exchange program between vocational education institutions (including guidance and counseling personnel) and business/industry.

ORGANIZATION

The project was organized into six phases:

1. Researching other programs
2. Preliminary interviews
3. Model development
4. Testing the model
5. Identifying exchange organizations
6. Reporting the findings

The research phase focused on literature searches and follow-up contact with institutions which had reported work on programs with some of the objectives of the Skills/Experience Exchange Project, or with similar undertakings.

To obtain input into the model design and reaction to the personnel exchange idea, the preliminary interview phase was established. The objective of this phase was to conduct at least ten loosely structured interviews with organizations (business, industry, and education).

The model-development phase sought to propose a model for exchanging personnel between vocational education institutions (including guidance and counseling personnel) and business and industry.

After developing the model, the next phase of the project called for review and modification of the model.

The final external activity phase of the project was that of identifying exchange organizations. The initial objective here was to identify organizations willing to participate in the project, noting especially those where special needs populations and non-traditional jobs could be included.

Activities and Findings

Phase 1 - Researching other programs

A literature search was conducted and documents relating to programs of vocational education - business/industry exchanges were reviewed. Although a number of reports supported a form of personnel exchange as an ideal way to identify and meet mutual goals of business, industry, and education, none offered a program model which had been implemented.

Phase 2 - Preliminary interviews

To get input for the model development, interviews were conducted with representatives of business and industry and of vocational education. These interviews were conducted as an informal force-field analysis to identify factors which would contribute toward making the personnel exchange program on-going and meaningful for all parties involved and to identify elements which might prevent this from happening.

Findings from these interviews

1. Some factors which promote a personnel exchange program:
   a. Wide disparity of quality of graduates of different vocational programs exist.
   b. There is a need for reality base for guidance & counseling functions.
   c. Increased training effectiveness could be achieved through sharing instructional techniques.
   d. More relevance to educational backgrounds of new employees would reduce "start up" time.
   e. Possibility of developing interlocking programs between education and industry appeals as a potential cost reduction.
   f. Public relations and community image for both education and business/industry are continuing concerns.
2. Some factors seen as inhibiting such a program:
   a. Without incentives, education may not be very interested.
   b. Difference in client needs (i.e., students vs. employees) will make transfer of instructional materials and techniques difficult.
   c. Productivity must be maintained.
   d. Coordination could be extremely difficult.
   e. Clear but flexible objectives, standards and follow-up are needed to maintain the impetus of the program.

f. Confidentiality may be an issue for some business and industrial organizations.

Phase 3 - Model development

Using the information gained from both the search for other similar programs and from the preliminary interviews, models for a personnel exchange program were developed. One thing that became clear very early in the information-gathering stage of model development was that a single model to cover the multiple options for exchanges suggested by those interviewed would be so complex that model review and evaluation would be limited to those who had extensive information about the model or those who had intensive desire to scrutinize and evaluate the model. Since one of the objections that business and industry have of education is the perceived tendency to be more complex and theoretical than necessary, it was decided to design multiple, simpler models. These models could then be examined and reacted to rather quickly, since complexity of each would be substantially reduced. The models - a Program Management Model, a Training Exchange Model, a Training/Work Experience Model, and a Counseling and Guidance Model sought to incorporate the ideals of exchange programs with the realities for administration and implementation which concerned both the educational and business/industry personnel interviewed.

Phase 4 - Testing the model

Through personal contacts, telephone interviews, and a mail survey one hundred and three organizations were asked to react to the initial models. These contacts all asked the respondent to examine the four models and react to the models, specifically describing strong points and potential problems with the models. (See Appendix A - Cover Letter and Appendix B - Survey Form). Although the response rate for the mail survey is only about 40%, a total of sixty-six persons reacted to the models. Appendix C provides a summary of responses to the model evaluation. Some recurrent themes in discussions relating to the models and their probability of becoming the basis of successful, on-going, exchange programs are:

- Potential for meeting mutual needs, establishing a basis for cooperation, gaining additional input for curriculum or, training program design are all seen as potential benefits of the program.
- Industry and business see education as benefiting clearly and immediately. They see benefits to their organizations as less obvious and more distant.
- Administration and logistics are seen as the most important draw-backs to implementing this program.
- Repeatedly, contacts in business and industry support starting small - with modest, attainable goals - building on successes. An image of education that includes cumbersome administration, much fanfare, and little results must be overcome.

-A participative management model for the project is strongly desired.

-A coordinator who is energetic, as well as competent, is seen as important for the project's success.

-Productivity losses are a major concern for business and industry.

-Classroom management and program continuity are major concerns for vocational education.

-Publicity, especially case study reports, will be important for the continued success of the project.

Phase 5 - Identifying exchange organizations

During preliminary interviews, model development, and model evaluation, organizations were asked about their previous participation in vocational education progams and about their probability of participating in the Skills/ Experience Exchange Project. Previous participation included such things as tours, teacher/counselor visits, intern programs, and work experience programs for students. On a one-to-five scale representing degrees of previous involvement, the mean response was 2.67. On a similar scale representing degrees of likelihood of participation in this program, the mean response was 2.96.

Although it is important that the average response for probability of participation is in the mid-range of the scale, it is even more important to note certain relationships between level of participation expected

and other information from the survey. (Note: These comments are summarized in Appendix C.)

Organizations indicating a very high probability of participating in the program:

- have a higher degree of familiarity with vocational education programs.
- have a higher level of past participation in education-industry cooperative programs than other organizations.
- see direct benefits to the organization, in terms of training dollars saved or more effective personnel recruiting.
- have a broad sense of technically skilled employees

Organizations indicating a mid-range probability of participating in the program:

- anticipate potential benefits to the organization, but prefer a "wait-and-see" position because no firm proposal has been offered.
- see economic constraints as limiting any new undertaking.

Organizations with a low probability of participation include those where:

- very few skilled positions exist.
- there is little familarity with vocational education.
- few pay-offs for the organization are seen.

A number of organizations indicated that participating in a non-traditional job phase of the program would be interesting and might help meet other organizational goals. Exchanges with educators serving special needs populations were agreeable for all organizations interviewed.

Proposed Models

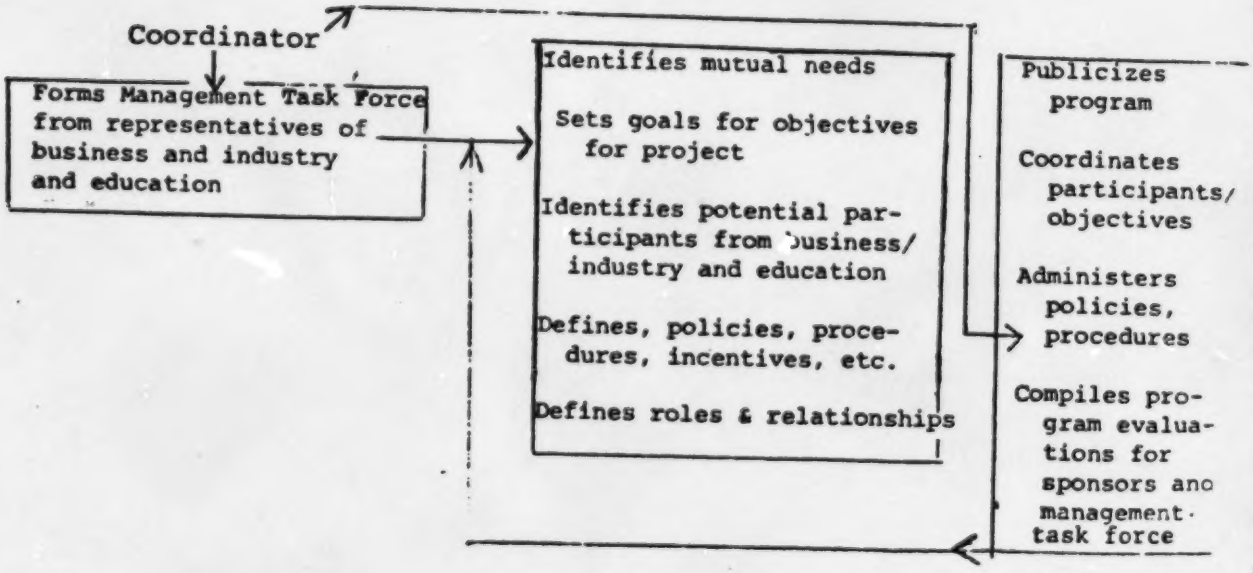
EXPERIENCE EXCHANGE PROGRAM

Project Management--Model #1

Description:

A project coordinator forms a Management Council from interested people in business/industry and education. This council determines long range program goals and short term objectives in the area of Skills Exchanges which allow vocational educators access to business/industry and allow employees from the business/industry community to participate in Vocational Education. This management group also defines (or suggests for approval, in some cases) policies, operating procedures, and incentives or rewards associated with the project. A final major task of the Management Council is to help identify and recruit potential participants and leadership for the program.

Administrative, logistical, and promotional tasks are carried out by the Project Coordinator, who feeds evaluative information back to the Management Council, as well as project sponsors.

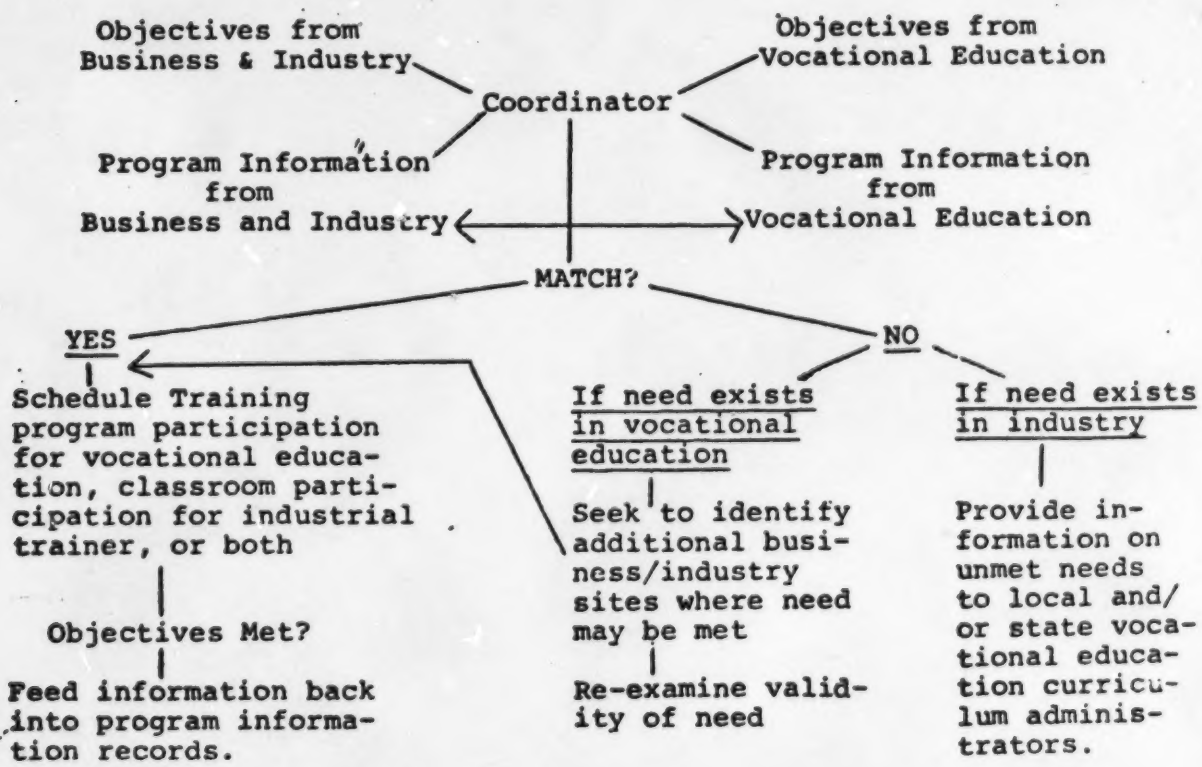


Training Experience Exchange--Model #2

Description:

The project coordinator works with both business/industry and vocational education to
(1) discover areas where complementary objectives (needs) exist
(2) gain information on specific training programs available in business/industry and in the schools
(3) match identified needs with existing programs
(4) schedule exchanges between business/industry and education

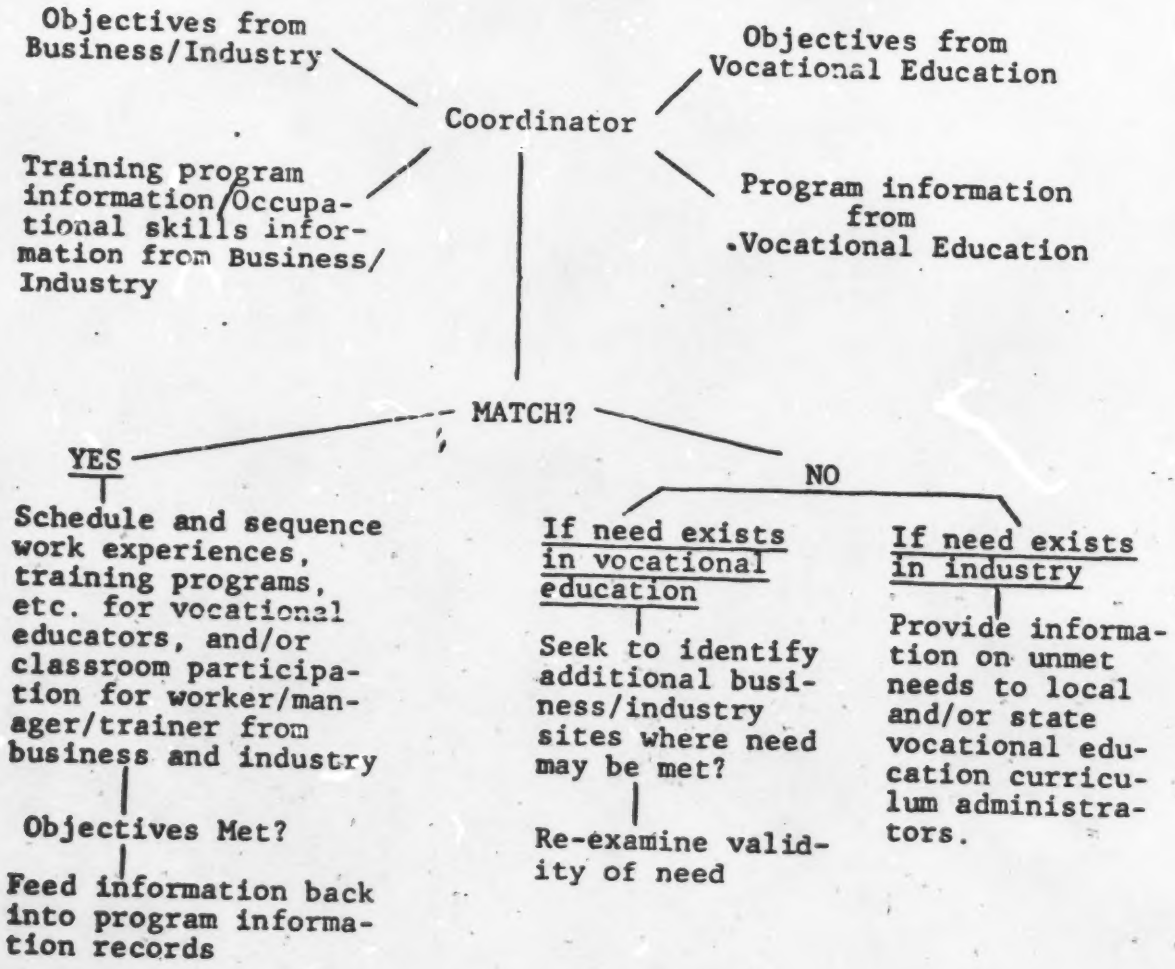
This program facilitates exchanges to meet needs which are covered in on-going training and development programs in business and industry. New skills may be gained or existing skills updated from having vocational teachers join business/industry training programs. New skills or procedures which business/industry needs may be taught by industrial trainers in vocational education classrooms so that both teachers and students have direct exposure to the industrial trainer. Sharing curriculum materials and instructional techniques are direct benefits of this program.



Training/Work Experience Exchange--Model #3

Description:

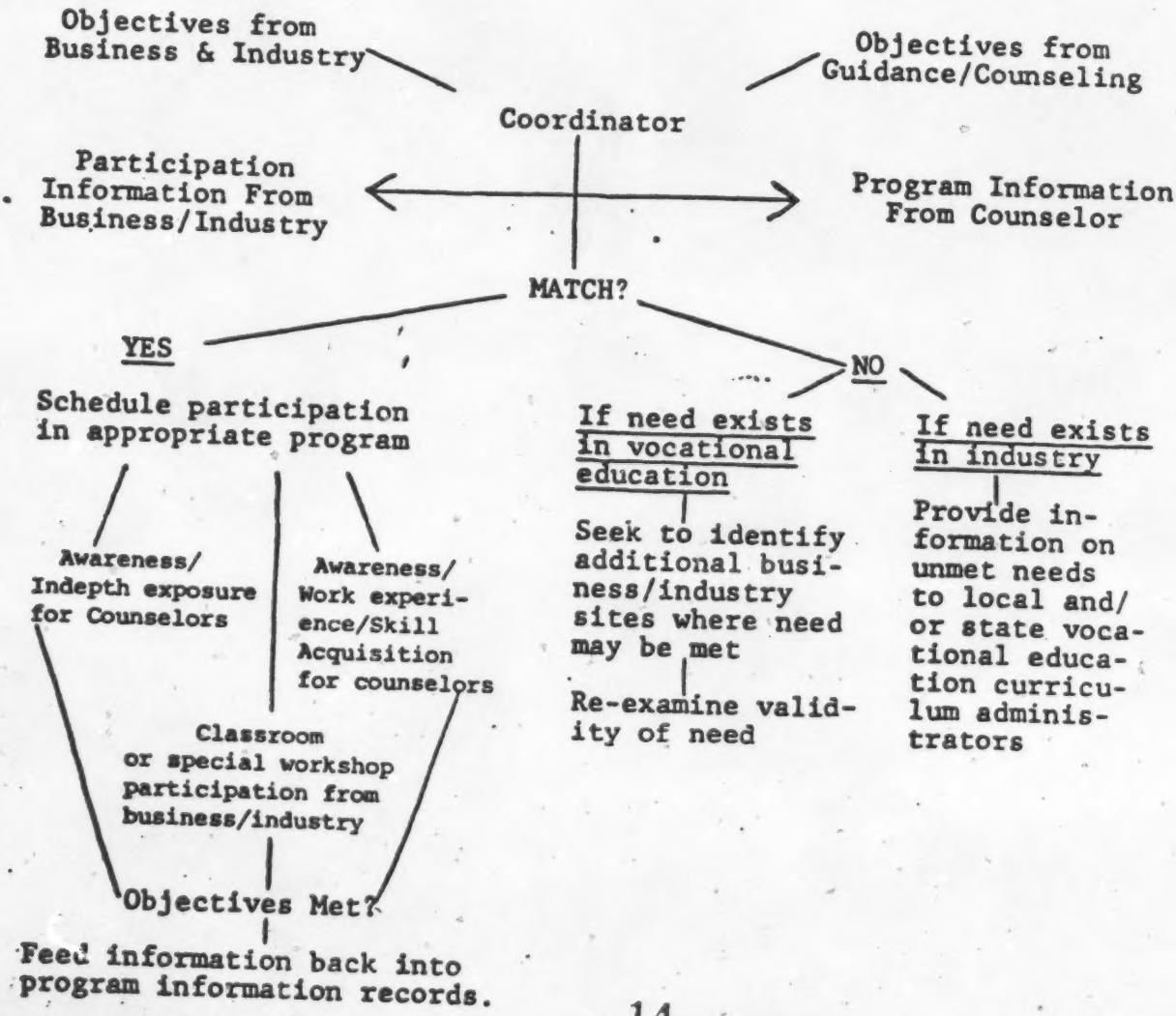
The project coordinator identifies complementary needs and objectives from business/industry and education and matches these with program information (as in Model #2). The Training/Work Experience Exchange model adds on-the-job training and hands-on work experiences to the available options for vocational educators to acquire or update skills.



Guidance/Counseling Experience Exchange--Model #4

Description:

Counselors and guidance personnel may need some of the same work experiences as other vocational educators. Most often, however, they lack the background and technical expertise to make a pure work/training experience realistic or meaningful. This program is designed to allow counselors to participate in exposure programs (orientations, basic training courses, world of work tours with hands-on-experience when possible), as well as skill acquisition from working with personnel interviewers, administrators and counselor counterparts in business/industry. These specialists from business/industry participate in on-going or specially designed programs in vocational education schools.



OPERATIONAL PROCEDURES

Although the Skills Exchange Program is intended to be as responsive to the needs of industry and educators as possible and to be as free as possible from restrictive systems and procedures, some clearly defined procedures are important to maintain a well-organized, goal-oriented program. This section will propose some of these for consideration by the management task group.

1. Needs Identification

The needs identification phase of the project may well begin very informally. Management Task form members representing certain industries or certain occupational areas in vocational education will know first-hand of needs within their organizations or skill area. As the group seeks to identify needs outside their immediate experience, however, it might be helpful to have an interview format to use in contacting industries and educational institutions. A sample form for this is involved as Appendix D and Appendix E.

2. Coordination

Coordination of exchanges, including official organizational clearances, is a key factor in maintaining an effective, efficient program. To facilitate coordination standard methods for:

1. Confirming dates, times, goals and special considerations for industry-based exchanges.
2. Confirming dates, times, goals and special considerations for education-based exchanges are recommended. Samples of what these might consist of are included in Appendix F and Appendix G.

These forms could be initiated by education or industry, in cases where an easily-identified one-on-one exchange is appropriate. In other cases, the project coordinator may make the contacts and initiate the paperwork. The forms should be completed in triplicate so that both the releasing and the recipient organizations could have copies for their records. The third copy, to be received by the project coordinator at least ten days before the planned exchange, would be evaluated for its appropriateness in relation to the goals of the program. The coordinator would intervene in established exchanges to clarify purposes and goals if necessary.

3. Evaluation

A third element of the Skills Exchange Program which requires documentation is evaluation. Exchanges need to be evaluated for their effectiveness in meeting needs of education and industry. The kinds of items which might be included in this evaluation are included in Appendix H.

The management task form could use this information, together with additional inputs from their group to formulate an overall project evaluation. Some considerations for this evaluation are included in Appendix I.

PROCEDURES FOR SKILLS EXCHANGE PROJECT

Needs Identification

Management Task Force

Industry → Completes Needs Inventory → Sends to Coordinator and/or Task Forces → Matches Needs Resources

Education

Coordination

Educator

Industry Representative → Initiates Letter of Intent → Sends to project coordinator and other involved parties for clearance and confirmation

Project Coordinator

Evaluation

Industry Representative and Educator → Complete Experience Exchange Evaluation → Send to Project Coordinator

Project Coordinator completes evaluations periodically (6 months) → Refers to Management Task Force → Performs Internal Evaluation → Sends to Project Coordinator

RECOMMENDATIONS

1. Set up the Skills/Experience Exchange Program as an on-going, long-range project. Trust is a major issue with business and industry. Education needs to work first on relationship building, establishing a basis for trust and commitment. Implied in this recommendation are elements of competence and continuity. The project should be directed by someone whose competence not only assures that the project will function well administratively, but who will inspire the confidence of those in business and industry and education on whom the success of the project depends. Continuity is extremely important in establishing trust with people from business and industry, who see educators as hopping from one fad program to the next.
2. Allow the Management Task Force group to have real power in setting objective, defining measures of success, and establishing methods to reach mutual goals. Let this group define their roles and the role of the coordinator. Without this kind of responsibility, the group is unlikely to function at all.
3. Maintain an attitude of flexibility. If education can present this project a positive, problem-solving opportunity, both business and education will benefit. If more attention is given to following guidelines and meeting externally-imposed criteria, benefits will be lessened for all.

4. Take action on this project proposal as soon as possible. Time lags, though often necessary, support an unfavorable stereotype of education as a ponderous, slow system. Whether or not the project is instituted, each organization which has been involved to this point should be informed about the outcome.

APPENDIX A

Dear

How can business, industry, and education work together to meet the skills and production needs we will face in the near future? What alternatives for training and education are most effective and efficient?

Skills training, whether at an educational institution or at a work site, is expensive. A partnership between vocational education and the business/industrial community with a real skills exchange between educators, trainers, managers, and workers eliminates waste, reduces expenses, and targets results for mutual gains.

In spite of the evidence supporting the benefits of an exchange program between education and business and industry, no programs have been found that carry on a model personnel exchange program.

This offers us in the state of Georgia an exciting challenge. This Skills Exchange Project at Georgia State University is gathering information for designing just such a program. We would like your help.

Enclosed are the program model options which evolved from discussions with others in business/industry and education. We would like to have your reactions. The questionnaire and return envelope are to make it easier for you to give your feedback. If you would like more information or want to discuss the project with me personally, please call 658-2500.

Thank you for your cooperation. Your contribution can help us all.

Sincerely,

Peggy Hutcheson

Encls:

APPENDIX B

Name _____

Title/Company _____

Address _____

_____ Telephone _____

1. How familiar are you with Vocational Education programs and facilities?

5	4	3	2	1
Fully Familiar	Somewhat Familiar	A Little Familiar	Not Very Familiar	Unfamiliar

2. To what extent has your organization participated in cooperative education-industry programs in the past?

5	4	3	2	1
Continuous, Active Participation	Regular Participation	Occasional Participation	Rare Participation	Never Participated

3. How likely do you believe it is that the Skills Experience Exchange Management Model (#1) will be an on-going, workable plan?

5	4	3	2	1
Extremely Likely	Quite Likely	Somewhat Likely	Not Very Likely	Extremely Unlikely

4. How likely do you believe it is that the Skills Experience Exchange program models (Training #2, Training/Work Experience #3, Counseling #4) will be successful, on-going programs?

5	4	3	2	1
Extremely Likely	Quite Likely	Somewhat Likely	Not Very Likely	Extremely Unlikely

5. What do you see as strong points of these programs?

a. Potential for meeting mutual needs ___Yes ___No
b. Establishing basis for cooperation ___Yes ___No
c. Input in curriculum or training program design ___Yes ___No
d. Other (please describe) _____

_____

6. What do you see as potential problems with these programs?

a. Getting adequate information from vocational education? ___Yes ___No
b. Getting adequate information from business/industry? ___Yes ___No
c. Matching needs of education or industry with resources? ___Yes ___No
d. Scheduling or logistics of exchanges? ___Yes ___No
e. Other (please describe) _____

_____

7. How likely is your organization to participate in one or more of these programs?

5	4	3	2	1
Very Likely	Quite Likely	Somewhat Likely	Not Very Likely	Very Unlikely

8. What, in your opinion, could be done to make this Skills Experience Exchange Project successful? _____

_____

_____

APPENDIX C

SURVEY RESULTS
SKILLS/EXPERIENCE EXCHANGE MODELS

1. How familiar are you with Vocational Education programs and facilities?

Fully Familiar (3)	Somewhat Familiar (11)	A Little Familiar (14)	Not Very Familiar (18)	Unfamiliar (8)

2. To what extent has your organization participated in cooperation education-industry programs in the past?

Continuous, Active Participation (2)	Regular Participation (10)	Occasional Participation (18)	Rare Participation (14)	Never Participated (16)	Don't Know (1

3. How likely do you believe it is that the Skills Experience Exchange Management Model (#1) will be an on-going, workable plan?

Extremely Likely (4)	Quite Likely (18)	Somewhat Likely (24)	Not Very Likely (14)	Extremely Unlikely	Don't Know (4)

4. How likely do you believe it is that the Skills Experience Exchange program models (Training #2, Training/Work Experience #3, Counseling #4) will be successful, on-going programs?

Extremely Likely	Quite Likely (28)	Somewhat Likely (22)	Not Very Likely (6)	Extremely Unlikely	Other (8)

5. What do you see as strong points of these programs?

a. Potential for meeting mutual needs (50)
b. Establishing basis for cooperation (50)
c. Input in curriculum or training program design (48)
d. Other (please describe) 1. Seem to lean toward helping academia be less irrelevant for business/industry: the models would not have originated in a non-academic setting. Yet they may serve as bridges between the two worlds if continuously and prudently handled. 2. From business view, may promote better community image. 3. In layman's language educators would become more aware of the needs of business. 4. A chance to share or pool existing training programs. 5. Strengthen communication. 6. Stress importance of "proper" training/teaching and its effect on productivity in business/industry. 7. Feedback to educational institutions concerning changing needs from industry. 8. See more for vocational education in the short run. Industry would obviously benefit in the long run, but right now people are reacting day to day.

6. What do you see as potential problems with these programs?

a. Getting adequate information from vocational education? (10)
b. Getting adequate information business/industry? (32)
c. Matching needs of education or industry with resources? (38)
d. Scheduling or logistics of exchanges? (48)
e. Other (please describe) 1. Business/industry may feel that perhaps the models are Trojan horses for academia to steal itself into "the real world" and exploit it for its own

6. (cnt'd)

self-serving needs. There is a radical distrust of academia in business/industry. 2. Due to production pressures (time consuming) the availability of some business/industry representatives may be a problem. 3. The state believes in self-paced study. We find it not working. 4. Changing curriculum, if desired. 5. More benefit to vocational teachers/personal, than to business/industry. 6. Time wasted if this turns out to be a "marketing" program. 7. Right now our business doesn't want to give up people for volunteer programs because they are afraid it will be thought they aren't needed to produce and they will be cut back.

7. How likely is your organization to participate in one or more of these programs?

Very Likely (2)	Quite Likely (18)	Somewhat Likely (22)	Not Very Likely (14)	Very Unlikely (2)	Don't Know (4)

8. What, in your opinion, could be done to make this Skills Experience Exchange Project successful? 1. From the enclosed information, it seems that the Project is too vague (i.e. courses offered, scheduling, administration, expectations.) It is difficult to determine our participation without specifics. 2. I agree that the program can be mutually beneficial, but will take a lot of hard work and public relations on the part of the coordinators. 3. To make key officers in the project equally divided between academia and business/industry on a rotating basis. Academia has yet to prove its usefulness to the "real world." On-the-job training is the standard in making professionals with academic degrees in any field production employees in business/industry. Experience counts in business, degree in academia. 4. Adequate planning, getting feedback from people who have been involved in similar programs. 5. On the surface I see problems. Doubt if a needs analysis among industry would turn up much that met specific needs of common businesses. For example, selling skills probably come as near a commonality of need as any other skill, but how much better it is when the training instructor can tie the skills to his/her own company's business and products. I'm not sure what you're suggesting would be helpful for businesses that have their own training departments. It might save a few dollars here and there, but is the savings worthwhile? Logistics is another problem. If the business is local in its entirety, fine. But our organization is scattered over 50 states, plus Canada and Mexico and much of our work is done in and for the field. I'm not sure this project would be of benefit to us. 6. In my opinion the success of such a program depends upon the participation and interest level of both business/industry and vocational members. Reaching short range goals or objectives swiftly is important. Experiencing any benefits from the program ASAP is important. It would be easy for participants to lose interest causing non-productivity. 7. Read "Work in America." It is not skills training that is needed...I doubt that can ever be provided outside the specific workplace...It is early acclimatization to the "real world of work" that is needed. 8. We have a warehouse operation and we

8. (cnt'd.)

have very few skilled jobs. Training is strictly OJB. 9. A sincere commitment by the Vo-Tech people to upgrade their program will open industry's doors. Keep the program small and manageable and establish a "success" philosophy before expanding. 10. Be sure the leadership consists of committed people from both business and education and that your program is relevant to today's business environment. 11. A regular schedule of visitations so we can adjust to our peak and low periods. 12. Strong assertive coordinator - lots of initial leg work! 13. Select representatives from all phases of tech training. Allow union training participation. Select a coordinator with many contacts in business and industry. 14. Although the idea appears solid in the restaurant industry with turnover, workload and constantly shifting priorities, the feasibility of continuity would be limited. 15. Support of Ass't. Sup't. Vocational Education. 16. Contact and follow-up. 17. Inform people of the basic reason for it to exist and provide the outcomes (benefits) to be derived. Will this be a non-profit venture without, I sell you something? If so, spell it out and it will go. 18. Give a case example of how business could benefit. 19. Use small task force groups to resolve problems and projects. Develop a list of material sources from both education and industry. Solicit input from related educational and training societies, such as RSES, ASTO, etc. 20. Keep initial objectives modest. Start it with a manageable task, do it well, and publicize it.

APPENDIX D

NEEDS IDENTIFICATION INTERVIEW - INDUSTRY
(Sample)

1. Organization _____

2. Contact Person _____
name

_____
title

_____
address

_____
phone

3. Primary function of business or industry _____

4. Skills needed within organization _____

_____

_____

5. Training programs to develop needed skills

*Name _____
Description (time, incoming competencies, completion competencies, etc.)

_____

_____

*Name _____
Description (time, incoming competencies, completion competencies, etc.)

_____

_____

*Name _____
Description (time, incoming competencies, completion competencies, etc.)

_____

_____

*Name _____
Description (time, incoming competencies, completion competencies, etc.)

_____

_____

*Name _____
Description (time, incoming competencies, completion competencies, etc.)

_____

_____

6. Are there some jobs for which you always provide complete skill training?
____ Yes ____ No If "yes" please describe _____

_____

_____

7. Would it meet your needs to have these skills taught either prior to placement or at a vocational/technical school? _____ Yes _____ No

8. Could someone from your company assist in vocational/technical school curriculum development for special skills areas? _____ Yes _____ No

9. Comments or suggestions.

APPENDIX E

NEEDS IDENTIFICATION INTERVIEW - EDUCATION
(Sample)

1. School _____

2. Contact Person _____
name
_____
title
_____
address
_____
phone

3. Occupational skill area _____
_____

4. Basic skills/competencies gained through your program _____
_____
_____

5. Types of jobs students are placed in (samples) _____
_____
_____

6. Are you aware of new or developing skills not currently included in curriculum? ____ Yes ____ No
If "yes", please describe: _____
_____
_____

7. Are there specific skills you would like to acquire or update?
____ Yes ____ No
If "Yes", please describe: _____
_____
_____

8. Comments or suggestions:

APPENDIX F

SAMPLE COORDINATION FORM
(Letter of intent/agreement)

(To Director of
Technical School
or School Superintendent
of Post-Secondary
School System)

Dear

This will confirm the request of (name of participating instructor) to participate in a skills exchange with (name of industry) on (dates and hours of participation).
This industry-based experience has been set up to accomplish the following skills development goals: (briefly identify goals of this exchange).
These are directly applicable to improving instruction through (briefly describe classroom applications, curriculum changes, etc. anticipated).
If you approve this request, please sign in the approval space below.
If you have questions or concerns, please call me at (telephone number of coordinator). I appreciate your returning this to me by (indicate date) so final arrangements can be completed.

Sincerely,

Skills Exchange
Project Coordinator

Approvals:

_____
name

_____
title

_____
name

_____
title

APPENDIX G

SAMPLE COORDINATION FORM
(Letter of intent/agreement)

(To industry
representative)

Dear

This will confirm the request of (name of participant and school) to participate in a skills exchange with (name of organization) on (dates and hours). (First name of participant) hopes to gain new skills in (describe objectives) during this exchange. This should prove to be of benefit to you through (describe outcomes projected for industry).

If you have any questions or concerns about this project, please call me at (telephone number of coordinator).

Sincerely,

Skills Exchange
Project Coordinator

APPENDIX H

SKILLS EXCHANGE PROJECT - EVALUATION

NAME _____

ORGANIZATION OR SCHOOL _____

EXCHANGE SITE _____

I. Skills Development
(Complete this section if the goals of the exchange included specific occupational skills development.)

A. Were your skill development goals met?

1	2	3
All were met	Some were met	None were met

B. To what extent will you be able to use or apply these skills?

1	2	3
Totally	Somewhat	Little or none

C. How would you rate the quality of instruction or assistance you received in learning these skills?

1	2	3
Outstanding	Adequate	Poor

D. How would you rate the amount of time allowed for learning the skills?

1	2	3
Exactly right	Too long	Too short

E. Comments or suggestions

II. Curriculum/Training Program Development
(Complete this section if the goals of the exchange included developing curriculum or a training program.)

A. Has the curriculum or training program been developed?

1	2
Yes	No

B. To what extent will this program be used?

1	2	3
Total immediate use	Used Somewhat	Little or no use

C. How would you rate the effectiveness of the process (method) used to develop this curriculum or training program?

1	2	3
Outstanding	Adequate	Poor

D. How would you describe the time allowed for developing this curriculum or training program?

1	2	3
Exactly right	Too long	Too short

E. Comments or Suggestions: _____

_____

_____

_____

III. Instructional Skills Development
(Complete this section if one of the goals of the exchange is to improve the instructional materials, techniques or methods used.)

A. Have you gained valuable new materials, techniques or methods for instruction?

1	2
Yes	No

B. To what extent will you be able to use these?

1	2	3
Total immediate use	Used Somewhat	Little or no use

C. How would you rate the effectiveness of the process by which you gained these skills or materials?

1	2	3
Outstanding	Adequate	Poor

D. How would you describe the amount of time allowed for developing this instructional skills development?

1	2	3
Exactly right	Too long	Too short

E. Comments or Suggestions: _____

_____

_____

_____

IV. Other (complete this section if the exchanges included objectives not covered in 1, 2, and 3.)

A. Describe the objective: _____

_____

_____

B. To what extent was the objective met?

1	2	3
Totally	Somewhat	Not met

C. To what extent will you be able to use or apply the results of this exchange?

1	2	3
Totally	Somewhat	Little or none

D. How would you rate the effectiveness of the process used to reach this objective?

1	2	3
Outstanding	Adequate	Poor

E. How would you describe the amount of time allowed for reaching this objective?

1	2	3
Exactly right	Too long	Too short

F. Comments or suggestions: _____

_____

_____

_____

APPENDIX I

SKILLS EXCHANGE PROJECT
Evaluation For Management Task Force

I. Summary of Individual Evaluations

A. How many exchanges have taken place since the last evaluation? _____
B. How well were objectives met?
   1. Totally _____
   2. Somewhat _____
   3. Little or none _____
C. How useful are the results of the exchanges?
   1. Totally applicable _____
   2. Somewhat applicable _____
   3. Limited or inapplicable _____
D. How effective were the processes used to meet objectives?
   1. Outstanding _____
   2. Adequate _____
   3. Poor _____
E. How well was time allotted to meet objectives?
   1. Exactly right _____
   2. Too long _____
   3. Too short _____
F. Comments or suggestions

II. Task Force Evaluation
Based on this information and other information you have about this project, please evaluate the project overall.

A. This project:
   _____1. Is excellent-should be continued as it currently exists.
   _____2. Needs to be changed to meet intended goals and objectives.
   _____3. Should be discontinued.
B. What do you believe have been the strong points of this project?

_____

_____

_____

C. What do you believe could be done to strengthen or improve the project?

_____

_____

_____

D. Has participation in the project benefitted you? _____ Yes _____ No
Please explain your response. _____

_____

E. Other comments or suggestions _____

_____

APPENDIX J

Organizations With Training Programs/ Potential Exchange Sites

Whirlpool Corporation

Gold Kist, Inc.

TEC America

MARTA

Georgia Highway Express

Peachtree Plaza Hotel

Georgia Power Company

Mobil Chemical Company

Hilton Inns, Inc.

Honeywell, Inc.

Blue Cross/Blue Shield of Georgia

Southern Bell Telephone & Telegraph Company

Coca-Cola U.S.A.

Southern Company

Richway, Inc.

Fulton Federal Savings

Oglethorpe Power Corporation

Liberty Mutual Insurance Company

John H. Harland Company

Scientific-Atlanta, Inc.

Westinghouse Health Systems

Mead Packaging Company

Bell Telephone Lab, Inc.

Cotton States Insurance Company

Southwire Company

Federal Reserve Bank

Western Electric

Lockheed-Georgia

TRW Marlin-Rockwell Division